



Redesign Plan

Fremont School

Battle Creek Public Schools

Ms. Katherin Mohny
115 EMMETT ST E
BATTLE CREEK, MI 49017-3303

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fremont Elementary School is one of nine elementary schools in the Battle Creek Public School District. We average 280 students in Pre-Kindergarten through fifth grades. Our staff has taught at Fremont for an average of 10 years. Our service a diverse population of students;

60% African Americans/38% Caucation/2% Hispanic. Our free/reduced population averages 80%. We are located in the heart of Battle Creek; next to our local community college, hospital, and Art Center.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our Mission:

The staff at Fremont, in cooperation with parents, will ensure that all students will achieve academic standards, through excellence in the teaching and learning required for active participation in our changing world.

This mission supports strong academic programming, a safe school environment, enrichment opportunities, character education, and a dedicated school community.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Enrollment at Fremont has remained consistent with approximately 280 students. We are a leading school of choice within the Battle Creek Public School district.

Reading proficiency at the kindergarten level has increased to 80% of our students exiting kindergarten as proficient readers.

We are focused on student achievement and have implemented grade-level PLCs that support analysis of academic growth.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our third through fifth grade students are engrossed in service learning. Each of the students have served at various levels within our community. This has supported the development of community minded individuals.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	x	BCPS Guidelines for Student Growth BCPS Teacher Eval Doc

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	x	BCPS Administrator Evaluation BCPS Administrator Eval Tool

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	x	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	Essential elements required by Section 8 of the MCL 380.1280c are covered in the collective bargaining agreement for all schools. The district will meet with union officials to execute an addendum covering item (b) of above in an MOU set to be finalized by June 1st of 2015.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	A negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c will be held no later than June 1st of 2015.	

Redesign Plan

Fremont School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		fremont

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Katherin Mohny, principal, kmohny@battle-creek.k12.mi.us

Amy Courter, kindergarten teacher/instructional leadership team member, acourter@battle-creek.k12.mi.us

Kerry Long, kindergarten teacher/instructional leadership team member, klong@battle-creek.k12.mi.us

Emily Mead, third grade teacher/instructional leadership team member, emead@battle-creek.k12.mi.us

Janet Radford, fourth grade teacher/instructional leadership team member, jradford1@battle-creek.k12.mi.us

Shannon Evans, resource teacher/instructional leadership team member, sevans@battle-creek.k12.mi.us

Margaret Kuiper, instructional coach/instructional leadership team member, kuiperm@calhounisd.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Student Achievement:

At Fremont Elementary School, our MEAP 2013 data shows that our achievement and growth rate are significantly lower than other schools in Michigan:

Reading: achievement -1.2502 improvement -0.5591

Math: achievement -1.5994 improvement -0.8427

Science: achievement -1.4745 improvement -3.4629

S. S.: achievement -1.3360 improvement -1.8444

Writing: achievement -1.2822 improvement -1.6850

This MEAP data mirrors our NWEA MAP district data in both Reading and Math. Although 66% (reading) and 63% (math) of our students have demonstrated a year's growth we have not demonstrated the catch up growth necessary to allow our students to demonstrate proficiency at their grade levels. During the 2013-14 school year 20% (reading) and 19% (math) of our students demonstrated grade-level proficiency according to NWEA data.

MEAP proficiency in 2013-2014 compared to MDE assigned proficiency targets indicate the need for dramatic, bold growth in order to reach 85% proficiency by 2022.

- Reading: 51.3% (grade 3); 38.1% (grade 4); 57.6% (grade 5) with a target of 60.68%.
- Math: 21.1% (grade 3); 14.0% (grade 4); 14.7% (grade 5) with a target of 28.03%.
- Science: 5.6% proficient with a target of 18.86%.
- Writing: 22.0% proficient with a target of 33.74%.

Instructional Practices that Led to Low Student Achievement at Fremont School:

After studying student achievement (MEAP, NWEA MAP, and district level assessments) and adult practice data (School Team Accountability Review), and intense self-reflection, we determined the following instructional deficits: There is a lack of content and process training, a high number of teachers shifting grade levels, and the amount of instructional minutes for science and social studies was lowered to increase the amount of instructional time for reading and math per district expectations. These issues resulted in teachers making independent judgments regarding what to teach and when to teach it.

Our instructional staff did not have access to a guaranteed and viable ELA curriculum, therefore ELA was taught individually in classrooms with little evidence (lesson plans, observations, and monitoring notes) of lessons aligned with Common Core State Standards (CCSS). This resulted in a lack of student achievement growth.

In addition to these instructional deficits, our adult practice data reflected a focus on whole group instruction in all content areas (17% of our instructional staff practices Direct, Explicit Instruction, based on our STAR review), limited time spent on analyzing formative assessments to adjust instruction, lack of daily progress monitoring based on intentional skill/strategy instruction (48% of our instructional staff demonstrated evidence of progress monitoring based on our STAR review), along with limited grade-level collaboration. This resulted in a lack of student achievement growth.

Our math curriculum was loosely aligned to the CCSS and was not consistently being taught with fidelity, ensuring that students across all grade levels were receiving the same level of quality instruction, which resulted in a lack of student achievement growth.

Instructional outcomes lacked depth of knowledge across all content areas. We focused on basic knowledge and recall instead of expecting higher levels of thinking: understanding, applying, analyzing, evaluating, and creating, based on Blooms Taxonomy; resulting in our students
SY 2014-2015

not demonstrating knowledge beyond the basic recall level.

Instructional outcomes have been whole group focused, neglecting the needs of small group/ individual performance. Assessments are not being consistently used to plan daily small group and individual instruction. In addition, there has been a limited focus on intentional progress monitoring. Resulting in inconsistencies in planning for and teaching students based on their individual needs with a whole-group focus in instruction.

Big Ideas to Boldly Change Teaching and Learning at Fremont School:

In order for Fremont students to show success in all content areas, we will differentiate instruction for all students. Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is, rather than expecting students to modify themselves for the curriculum. (Hall, 2002) Our staff will ensure every student has small group instruction every day and will monitor individual student growth on a daily basis. We will implement intentional planning and teaching of whole group, small groups and individual students and will plan time for students to practice and apply skills on a daily basis through a workshop model in Reading and Math. Instruction will be rigorous, ensuring all levels of Blooms Taxonomy are implemented through all instruction and time will be made to re-teach skills students have not mastered based on progress monitoring. We will focus on literacy across all content areas. "Reading is a different task when we read literature, science texts, historical analyses, newspapers, tax forms. This is why teaching students how to read the texts of academic disciplines is a key part of teaching them these disciplines." (Key Ideas of the Strategic Literacy Initiative, 2001) We will intentionally teach vocabulary in all subjects and will integrate Science, Social Studies and Math text in our ELA block. Our staff will develop proficient readers and users of informal text throughout the academic year.

State what data were used to identify these ideas

MEAP

NWEA MAP

District level running records

District level writing prompts

Teacher and building-level observation data

Lesson plan data

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Fremont:

Through the employment of a rigorous evaluation and data analysis process the current principal has been found to possess all five of the "turnaround competencies" needed to rapidly improve student achievement.

1. Identify and focus on early wins and big payoffs;

During her tenure as leader of Fremont Elementary, Mrs. Mohney has embraced the concept of "shrinking the change" to focus on early wins. To do so, she regularly engages in data dialogues that regularly focus on improving what she can control rather than excusing results on the basis of what she can't control. Additionally, Mrs. Mohney has implemented a process that results in an annual Theory of Action that helps staff focus intentionally on why it is doing something and how it expects that those actions will lead to improved outcomes.

2. Break organizational norms;

As discussed by the Public Impact document, Mrs. Mohney consistently does more than is required for the purpose of accomplishing a difficult task or reaching a challenging goal including direct action and enlisting the extra help of others, taking personal risks, and acting without authority when needed to meet a goal. In demonstration of this competency, she has worked to restructure the use of non-instructional time in order to increase instruction time through the implementation of the "Operation Fit Breakfast in the Classroom" program. Additionally she has implemented the Early Grade Reading Achievement program to capitalize on the usefulness of classroom volunteers and increased parent engagement while also implementing a structured intervention block aimed at meeting the individual needs of all of the students served.

3. Act quickly in a fast cycle; and 4. Collect and analyze data;

Mrs. Mohney has done an excellent job of creating a culture of continuous learning and improvement. To reach this aim she has developed and implemented a structure for regularly reviewing data at all levels of the school. The ongoing process for collecting and analyzing data is known as "nested ROCI". Using this Results Oriented Cycle of Inquiry (ROCI) process, Mrs. Mohney meets with teachers, Instructional Coaches, and partners at the building level at least bi-weekly to monitor progress on the building Theory of Action by reviewing school level student achievement and adult practice data. Working with her team, she looks back, reflects and adjusts, and then looks forward to determine actions needed in order to improve outcomes. Mrs. Mohney also meets with district level leaders to monitor progress on her TOA through an intentionally organized presentation for district leaders and peers called an Achievement Impact Presentation (AIP). The presentation is made three times per year and answers the questions: "what has the school done to impact student achievement? Is it working? If not, what needs to be done differently?"

Additionally, results from multiple types of assessments are regularly reported and used, reports, graphs, and charts are regularly updated to track growth in student achievement, and data briefings are consistently conducted at faculty meetings throughout the year.

5. Galvanize staff around big ideas.

Schools that consistently achieve rigorous goals have principals who hold clear visions, serve as instructional leaders, and stay focused on student learning (Marzano, 2005). However, it is becoming increasingly clear that if we are to dramatically improve outcomes for students of color, these responsibilities cannot rest on the shoulders of one individual; instead, the work of leading toward educational equity must be shared. Marzano (2005, p.99) believes that the answer lies in a leadership team that functions as a part of a "purposeful community" in which its members have the "collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members." A leadership team is an essential structure that principals can use to maximize the power of teacher leadership in pursuit of improved teaching and learning. Recognizing the significance of this research, in the past year, Mrs. Mohny has developed and implemented an Instructional Leadership Team (ILT). The primary role of the Leadership Team is to lead the school's efforts at improving teaching and learning with an explicit goal of raising overall levels of student achievement and accelerating achievement for targeted groups. Under Mrs. Mohny's direction, the team has worked to:

- Develop a clear, common purpose statement that provides focus for the team
- Establish clear ways of working and communication channels with their colleagues
- Gather and analyze school-wide data in order to set the school's annual student achievement goals and determine benchmarks by which to gauge progress.
- Develop an instructional theory of action which capitalizes on the strengths of the core instructional program in order to reach student achievement goals.
- Develop a professional learning plan that will support teachers to improve instruction

The ILT meets biweekly for at least an hour to review progress, adjust the strategy and ensure that all students have adequate opportunities to learn. The data presented below supports our determination that Mrs. Mohny possesses the competencies needed to create change in the school.

Fremont Elementary Overall

MAP Reading Performance History

Fremont Elementary Overall

MAP Mathematics Performance History

Although confident that Mrs. Mohney has the skills needed to effectively increase student achievement, the district recognizes the importance of supporting her continued professional learning. To that end, the district will provide weekly 1:1 coaching support delivered by an assigned District Transformation Coach, engage in regular case study and book reviews during principal meetings to increase leadership capacity, provide structured professional development through a deliberately organized professional development plan, and offer opportunities to participate in conferences and workshops that are tied to the transformation plan.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Indicator 2A:

Battle Creek Public Schools engaged in a collaborative process to develop and implement the current teacher evaluation process and tool. A collective group of individuals that included teachers, union representatives, district and building level administrators worked strategically to review effective practices and develop a comprehensive teacher evaluation system. Members of the committee met regularly to discuss the tool, make revisions, and provide feedback to promote an effective implementation. Attached is the official, approved evaluation tool that outlines the process and evaluation expectations.

Indicator 2B:

A similar process for the development of the leadership evaluation tool was used. A collective group of individuals that included district and building level administrators worked strategically to review effective practices and develop a comprehensive administrator evaluation system. Members of the committee met regularly to discuss the tool, make revisions, and provide feedback to promote an effective implementation. Attached is the official, approved evaluation tool that outlines the process and evaluation expectations.

As the process of implementation evolves, teachers and leaders will continue to engage in collaborative dialogues about what constitutes good teaching in order to develop a shared understanding of what is good practice. To reach this aim the district will support the implementation of book studies that define good teaching in a coherent way, what it looks like, and what counts as evidence of good teaching in addition to other professional development opportunities that are aimed at creating a culture in the school around continued learning and professional inquiry. Beginning with the 2014-2015 school year and continuing in future years, both the administrator and teacher evaluation tools shall include student growth as 50% of the evaluation.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Indicator 3A:

High quality candidates will respond to each priority school's clearly articulated challenges (i.e., high free/reduced student population, high

percentage of boys, high transiency rate) coupled with well-defined, high expectations. High expectations are articulated through weekly staff meetings, professional conversations, walk-throughs, STAR visits and data dialogues. The school and district will use common assessments and standardized benchmark assessments to identify student growth for students assigned to each teacher in order to identify teachers who have demonstrated growth AND implemented the instructional program effectively. This determination will be made using the above listed monitoring practices in addition to ongoing review and analysis of benchmark data from the NWEA MAP assessment. To that end, teachers who contribute significantly to building leadership through service on the school improvement team and/or instructional leadership team, and those who provide grade level team leadership within a building will be identified and recognized each quarter. These teachers along with those who have positively impacted student achievement will be recognized through recognition programs, such as an annual Excellence in Teaching award, Whatever It Takes peer-to-peer recognition program, and service awards. In addition, we provide special recognition to employees during American Education Week, Administrator Appreciation Week, Administrative Professionals Week, and Teacher Appreciation Week. Additionally, building administrators will take care to regularly recognize and celebrate individuals in staff and parent newsletters.

Indicator 3B:

BCPS believes that it is in the best interests of the students we serve to quickly and directly confront employee-performance concerns. All evaluation data will inform decisions about compensation, retention, promotion, and termination of employment. In addition, weekly observations and feedback using the teacher observation protocol, along with both mid-year and year-end evaluations, will help define professional development goals for each teacher. If data shows that a teacher or school leader is not performing adequately, he or she will receive additional coaching and professional development to foster improvement in identified areas. Employees may be placed on a performance-coaching plan or performance-improvement plan to help them grow and develop. If an employee's performance fails to demonstrate the improvements within the timeframe specified in the plan and/or there is a severe performance shortcoming, we may terminate employment.

More specifically, the removal of minimally effective or ineffective leaders and staff members will occur after a minimum of three formative observations, five walk-throughs, and one summative evaluation. Student growth data will be collected during the school year, with results figuring into the summative evaluation.

- A teacher whose performance on any domain of a formative observation is minimally-effective or ineffective as determined by domain specific cut scores will be designated a "Teacher in Need of Assistance" and will develop an improvement plan to designate steps required to address these deficiencies. Follow-up will be conducted by the administrator and instructional coach. A teacher disagreeing with the results of a formative observation may request another formative observation by another administrator.
- Subsequent observations will be conducted and teachers who fail to complete the growth plan or who perform at a sub-standard level in one or more areas of the formative observation or summative evaluation instrument will be removed as per local and state policy in effect at the time.
- Administrative staff will be retained or removed at the discretion of the superintendent. The district will create a memorandum of understanding to be negotiated with the district and the teachers' union.

These decisions may include identifying, supporting, and/or terminating the employment of ineffective staff.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective

teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

What do adults need to learn in order to implement these strategies?

Implement a workshop approach

-Structure of a workshop model (Year 0)

-Using formative assessments to plan for (Year 1):

*mini lesson

*independent work

*conferring

*guided small group support or strategy lessons

*group work

*closure/reflection

-Implement progress monitoring

(Year 1)

-Develop understandings of literacy and math strands (Year 1)

-Implement data folders and student reflection (Year 2)

Flexible grouping in reading, math, science, social studies, and writing

-Develop understands of what flexible grouping means. (Year 1)

-Develop understands of how flexible grouping is similar to and different from guided groups. (Year 1)

-Develop understandings of the strategies to use within flexible groupings. (Year 1)

-Implement flexible grouping in all content areas.(Year 2)

Intentionally teach academic vocabulary

-Develop an understanding of what research has to say on the development of academic vocabulary (Year 1)

-Develop an understanding of explicitly teaching academic vocabulary (Year 1)

-Develop a framework for teaching academic vocabulary (Year 2)

-Develop a process for assessing academic vocabulary development and monitoring growth (Year 2)

-Implement specific teaching of academic vocabulary (Year 2)

Teaching reading comprehension with informational text:

-Develop an understanding of the variations in text across different content areas (Year 2)

-Using Journeys as a resource: linking target skills (connected to CCSS) across all content areas

*develop plans that include integration across Reading, Writing, and Math workshops (how to facilitate targeted instruction across the entire instructional day) (Year 2)

*gather informational text resources to support target skills (Year 2)

-Implement Reading Apprenticeship in grades 3-5 (Year 2)

-Develop understandings of what Reading Apprenticeship is? (Year 1)

...How to recognize and model for students the reading strategies you use as an expert reader in your subject area

- ...How to engage students in understanding their own thinking processes--the power of metacognition
- ...How to integrate and accelerate students' subject area learning and subject area literacy
- ...How to foster learning dispositions of persistence, stamina, problem solving, and collaboration
- ...How to turn the sustained work of learning back to students, successfully
- ...How to plan lessons that incorporate all dimensions of the Reading Apprenticeship framework

*Professional development will be modified and enhanced based on the individual needs of each teacher and the specific learning needs of the students for whom he/she is responsible.

How does this Professional learning reflect the big ideas?

- An authentic workshop model requires teachers to plan for differentiated instruction based on formative assessment data.
 - To capitalize on the research that supports the use of grouping as a way to engage students with appropriate instruction and materials.
 - Intentionally teaching academic vocabulary is critical to understanding any subject. This allows students to build their schema.
- Reading apprenticeship focuses on teaching the skills necessary to comprehend text across all content areas.

How does this Professional Learning provide repeated opportunities with a common focus?

The common focus is the connection between each component of the workshop model.

The professional learning will intentionally connect each component of the workshop model; allowing for professional learning, immediate classroom practice, feedback, reflection, and adjustments in continuous professional development.

The professional learning will intentionally teach each stage of academic vocabulary instruction, from research to instructional practices; allowing for professional learning, immediate classroom practice, feedback, reflection, and adjustments in continuous professional development.

How will you make sure the Professional Learning is high quality?

Instructional Leadership Team:

- We will use student achievement data and teacher practice data to determine the strengths and challenges of our instructional staff.
- We will research the most effective instructional practices in order to plan for the challenges of our instructional staff.
- We will implement professional development, by partnering with a highly qualified expert, that allows for all instructional staff to learn and practice new skills immediately.

How is the Professional Learning job embedded?

- Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development.
- Our ILT will provide immediate feedback on the instructional practices through Building Cycle Reviews and Achievement Impact Presentations.
- Our instructional coach will provide direct instruction based on the individual needs of our instructional staff.
- Our ILT will collect instructional practice data to determine our next steps for professional learning.

How does this Professional Learning align to the instructional program?

Our professional learning aligns directly with differentiated instruction by requiring teachers to continuously assess, analyze, and plan for all instruction based on formative assessment data.

Our professional learning aligns directly with teaching literacy skills across all content areas by requiring teachers to develop an understanding of what research says about intentionally teaching academic vocabulary across all content areas.

How will you monitor the impact and implementation?

Through specific look-fors based on professional development.

--Set specific instructional practice look-fors

--Collect walkthrough data

--ILT analyze data

--Plan for next steps in professional learning

--Repeat process

-Building Cycle Reviews

-Achievement Impact Presentations

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Indicator 5A:

BCPS recognizes that the single greatest factor for increased student achievement is the effectiveness of the classroom teacher. To that end, when recruiting staff, the district will take into consideration the instructional competencies required to improve student achievement at a high level. As vacancies occur, the district will seek highly qualified motivated candidates who have a desire for increased instructional intensity and a desire to take on leadership roles to not only enhance student achievement but also to improve the school climate by demonstrating cultural competence. Transcripts and resumes of potential candidates will be reviewed to ensure academic strength in both reading instruction and mathematics. Human resources department will employ a progressive process were actively recruiting teachers from regional colleges and universities that have the skills we are seeking. Additionally, intern teachers and other promising candidates are often recruited through the summer school program where they are actively observed working with our student population. Teachers that she'll promise and working with our summer school population are given favorable consideration for openings in our district.

Indicator 5B:

To retain highly qualified and highly effective staff in our priority schools, the district will provide opportunities for principals to obtain stipends of no greater than \$750.00 for individual classes or seminars that increase their capacity to improve reading and math achievement. Furthermore, the district will provide increased opportunities for career growth through staff attendance (teachers and principals) at specific reading professional development (i.e., Michigan Reading Association (MRA) and Differentiated Instruction Workshops, Guided Reading workshops, etc).

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Fremont Elementary School Instructional Leadership team with teacher and support staff input and discussion conducted a comprehensive review of Fall 2013 MEAP Z scores for all content areas, five year MEAP data trends for all grade levels (3, 4, and 5) and sub groups, along with NWEA MAP data and Fountas and Pinnell benchmark data from Spring 2013-2014 and Fall 2014.

From the data dialogues conducted in September 2014 we determined that our achievement and improvement rates for all content areas are significantly lower than other schools in Michigan. Additionally, while we are making gains in closing our gaps in the areas of reading, math, science, social studies and writing they are not rapid enough to impact our over-all student achievement. Individual student achievement and improvement is not rapid enough.

2014 TTB Ranking Z Scores indicated the following scores in achievement:

Mathematics: -0.8746

Reading: -0.825

Science: -0.7122

Social Studies: -0.1979

Writing: -0.7075

Although our percentage of students demonstrating proficiency on the MEAP has increased in both reading and math, our achievement relative to student Z-Scores continues to decline (getting further from 0). This has caused us to look at our data in many different ways. As we review Z Scores related to improvement and achievement it is evident that our achievement and improvement growth rates are slower than the rest of the state.

2014 TTB ranking Z scores indicated the following scores in improvement:

Mathematics: -0.7069

Reading: -0.7775

Science: -1.5884

SY 2014-2015

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Social Studies: -1.4060

Writing: -0.1140

Individual student improvement is not rapid enough. Overall, we identified that we can attribute some of our decline to the lack of a guaranteed and viable curriculum for all content areas. There has been a lack of content and process training in all subject areas. For many years teachers have not had access to adequate curriculum and materials, therefore ELA was taught individually in classrooms with little evidence (lesson plans, observations, and monitoring notes) of lessons aligned with Common Core State Standards.

Additionally, the amount of instructional minutes for science and social studies was decreased at each grade level to increase the amount of instructional time for reading and math per district expectations. This resulted in teachers making independent judgments regarding what to teach and when to teach these subject areas. Therefore, students may or may not have had consistent or intentional instruction in these content areas.

Our math curriculum was loosely aligned to the Common Core State Standards. We have building walkthrough data that would support our belief that Investigations, a complete K-5 mathematics curriculum resource, was not being taught with fidelity (implementation of all pieces, connection to the CCSS, and using data to plan for and adjust instruction) consistently across all grade levels, which resulted in a lack of student achievement growth.

Instructional outcomes lacked depth of knowledge across all content areas. Our walkthrough data and District School Team Accountability Reviews (STAR) reports support that our lessons and instruction focus on basic knowledge and recall instead of planning for and expecting higher levels of thinking such as synthesis, analysis and creation based on Blooms Taxonomy or Level 4 in Depth of Knowledge.

Furthermore, our walkthrough data continues to indicate that our instructional outcomes have been whole group focused (only 17% of our instructional staff practices Direct, explicit Instruction, based on our STAR review), neglecting the needs of small group and individual performance in all content areas, everyday. In a review of PLC notes and agendas we have identified that assessments are not being consistently used to plan daily small group and individual instruction. In addition, there has been a limited focus on intentional progress monitoring, reflecting a lack of grade-level proficiency for all students.

Big Ideas to Boldly Change Teaching and Learning at Fremont School

For ALL students to achieve success in ALL content areas our students will have:

1. Differentiated Instruction: Workshop Approach in Math, Reading, and Writing and Flexible Grouping in Reading, Math, Science, Social Studies, and Writing:

As articulated in above statements we need to use our formative and summative student data to plan for Tier I instruction and Tier II and III interventions. To accomplish this we will consistently implement, high quality initial classroom instruction in the key areas: phonics, phonemic awareness, vocabulary, fluency, and comprehension in reading and numeracy, fractions, geometry, and algebra in mathematics; followed by small-group instruction that is well-differentiated according to student needs. We will use student performance data to guide instruction and allocate instructional resources in order to meet the individual learning needs of all students.

We will utilize a workshop model focused on: direct, explicit instruction for daily mini-lessons, guided practice based on skill taught in mini lesson and the individual needs of all students, small group instruction based on the skills taught in the mini lesson and the individual needs of all students, closure/reflections whole group lesson to wrap up the skills taught during the mini lesson, with a continuous focus on formative assessment throughout the entire workshop.

In addition to the workshop model, we will implement flexible grouping in all content areas. This will allow students to work as part of many different groups depending on the task and/or content on a daily basis. Students will be assigned purposefully to a group, allowing for every student to successfully engage in grade-level text in all content areas on a daily basis.

2. Teach Literacy Skills Across all Content Areas: Intentionally Teach Academic Vocabulary and Targeting Reading Comprehension with Informational Text in Science and Social Studies:

All of our student achievement data indicates that our students struggle with comprehending grade-level text in all content areas. To address this deficit, we will intentionally teach academic vocabulary in all content areas using the specific strategies outlined in "Building Background Knowledge for Academic Achievement" by Robert J. Marzano.

In addition, with informational text we will teach specific reading comprehension strategies to help students develop skills and knowledge that will improve their understanding of the content area objectives. We will focus on intentionally linking target skills in our Journeys resources to content areas objectives in Kindergarten through Second grade classrooms. In addition, we will implement Reading Apprenticeship Framework strategies in Third through Fifth grade classrooms.

Plan for Improving Instruction:

During our four years we are committed to improving instruction in all content areas. We are committed to accomplishing this starting in 2014 - 2015 school year.

Year 0 (2014-2015): We will analyze data and determine our focus for essential skills in each content area. We will study and make connections with in our lessons to Bloom's Taxonomy, Depth of Knowledge and student engagement. Additionally, our lesson plans will reflect direct, explicit instruction by showing I can statements (objectives) that explicitly target the skill(s) to be taught. We will use our ELA curriculum resource (Journeys) to plan for lessons and activities that are integrated into our reading workshops in all classrooms. Furthermore, teachers will use informational text from Journeys and leveled readers to teach informational text structures and to access vocabulary words and connected lessons.

To begin addressing our Tier I instruction for mathematics we will launch a book study, using the texts Guided Math and Math Workstations, to assist in the implementation of math workshop. We will focus on developing common understandings for the structure of a math workshop and deepening our mathematical content standards.

Year 1 (2015-2016): Teachers will continue to access and analyze current data (MAP, F&P and district assessments) to differentiate instruction. We will develop lessons using our formative and summative data that include complex tasks. Such as: investigation, problem solving, decision making and experimental inquiry that are specific learning goals.

All instructional lesson plans will reflect direct, explicit instruction by showing "I Can" statements that explicitly target the skill to be taught. Our instructional coaches will support teachers with reflecting and identifying target skills. Teachers will implement the math workshop by

utilizing research and strategies learned during year 0 book study. In addition, we will develop deeper mathematical content understandings in order to plan for intentional instruction.

We will partner with CISD to provide teachers in grades 3-5 Reading Apprenticeship training. Teachers in grades K-2 will implement Journeys informational text resources. We will launch a book study using Marzano's, Building Academic Vocabulary. We will implement the six step process as discussed in the text, use our Journeys resource and additional CCSS and curriculum resources to identify key academic terms to teach at both the school and classroom level.

Year 2 (2016-2017): This year is focused around developing and using formative assessments to drive instruction (lessons and activities) in all content areas at all grade levels. We will enhance year one by adding and ensuring academic discourse and gradual release of responsibility in all classrooms.

Additionally, we will fully implement flexible grouping that allows for all students to have access to and comprehend grade-level text. This instructional approach will include a continual focus on intentionally teaching academic vocabulary along with specific Reading Apprenticeship strategies; allowing all students to demonstrate grade-level proficiency in all content areas.

YEAR 3 (2017-2018): It is our goal that we will have our instructional activities to improve instruction in all content areas implemented by year 2017-2018. The final year of our plan is a year that we will be fully engaged in implementation, monitoring our implementation of instructional strategies and student achievement data. We will use our ROCI (Results Oriented Cycle of Inquiry) to reflect and adjust instruction for all students, at all levels.

Big Ideas:

Differentiated Instruction

Strategy #1

Workshop Approach in Math, Reading, and Writing

-Consistently implemented, high quality initial classroom instruction in the key areas: phonics, phonemic awareness, vocabulary, fluency, and comprehension in reading and numeracy, fractions, geometry, and algebra in mathematics, and follow-up small-group instruction that is well-differentiated according to student needs.

-Use of student performance data to guide instruction and allocate instructional resources

-Resources to provide interventions for struggling mathematicians and readers

Workshop Model

-Direct, explicit instruction for mini lesson

-Guided practice based on skills taught in mini lesson

-Independent practice based on skill taught in mini lesson and the individual needs of all students

-Small group instruction based on the skills taught in the mini lesson and the individual needs of all students

-Closure/reflection whole group lesson to wrap up the skills taught during the mini lesson

**On-going formative assessment throughout the entire workshop

How does this relate to the big idea?

An authentic workshop model requires teachers to plan for differentiated instruction based on formative assessment data.

How is this aligned with career and college ready standards?

"...components and practices inherent in the workshop model are not only well founded methodology for approaching implementation of the common core, but probably the best option for effective implementation of the new standards". (Literacy Builders, 2011)

"college and career readiness is the umbrella under which many education and workforce policies, programs and initiatives thrive. From high-quality early education and strong, foundational standards in elementary school to rigorous career and technical education programs and college completion goals, college and career readiness is the unifying agenda across the P-20 education pipeline." (Achieve, 2014)

What is the timeline, resources, staff responsible?

Timeline:

Year 0

-Structure

-Develop deeper content understandings in order to plan for intentional instruction

Year 1

-Progress monitoring

-Analyzing student data to direct Tier I instruction and Tier II interventions

Year 2

-Integrate writing through a journal response

-Student self-monitoring through data folders; allowing students to consult and help each other with both best practices and strategies for success

Year 3

-Develop a professional development plan that takes in to account our professional learning needs based on the work we have done in years 0-2.

Resources:

Professional development

--analyzing data

--planning for Tier I instruction

--progress monitoring

--planning for Tier II interventions

District Level Support

--Building Instructional coach

--District Transformational coach

--Scope and Sequence document that are aligned to the CCSS

Staff Responsible:

Instructional Leadership Team will plan for and implement professional development with the support of a highly qualified expert.

All classroom teachers will be responsible for implementing a workshop approach in reading, math and writing

What is the monitoring plan and data to track implementation and adult data?

Instructional Leadership Team

--collect data on specific adult practice 'look fors' based on professional development

--student achievement data: district reading and math assessments

--MAP data

--Building Cycle Reviews

--Achievement Impact Presentations

Strategy #2:

Flexible grouping in reading, math, science, social studies, and writing

Students work as part of many different groups depending on the task and/or content on a daily basis. Sometimes students are placed in groups based on readiness, other times they are placed based on interest and/or learning profile. Groups can either be assigned by the teacher or chosen by the students. Students can be assigned purposefully to a group or assigned randomly. This strategy allows students to work with a wide variety of peers and keeps them from being labeled as advanced or struggling.

Throughout the day, over the course of many lessons in all content areas, students will be involved in a variety of grouping arrangements leading to a wide variety of reading experiencing and accomplishing many reading outcomes.

How does this relate to the big idea?

To capitalize on the research that supports the use of grouping as a way to engage students with appropriate instruction and materials.

How is this aligned with career and college ready standards?

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

What is the Research base, relevant data, outcomes?

"The results support the use of flexible grouping to improve student learning for below-goal students without the potentially negative effects of ability grouping." (Education and Urban Society, S. Castle, C. Baker-Deniz, M. Tortora, Feb. 2005)

What is the timeline, resources, staff responsible?

Timeline:

Year 2

Resources:

Professional Development-flex grouping

All staff will be responsible for implementation of flex grouping

Year 3:

-Incorporate active learning strategies as an instructional approach in which the students engage the material they study through reading, writing, talking, listening, and reflecting.

What is the monitoring plan and data to track implementation and adult data?

Instructional Leadership Team

Redesign Plan

Fremont School

- collect data on specific adult practice 'look fors' based on professional development
- student achievement data: district reading and math assessments
- MAP data
- Building Cycle Reviews
- Achievement Impact Presentations

Teach Literacy Skills Across All Content Areas

Strategy #1

Intentionally Teach Academic Vocabulary

Six Steps of Effective Vocabulary Instruction

- teacher provided description, explanation or example
- students restate in own words
- students construct non-linguistic representation
- participate in variety of activities
- students discuss terms with one another
- games

How does this relate to the big idea?

Intentionally teaching academic vocabulary is critical to understanding any subject. This allows students to build their schema.

How is this aligned with career and college ready standards?

Direct vocabulary instruction helps students understand instruction and synthesize new information.

-CCSS.ELA-LITERACY.CCRA.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

What is the research based, relevant data, outcomes?

"One of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms." (Marzano & Pickering, 2005)

What is the timeline, resources, staff responsible?

Timeline:

Year 1

Resources

- Book: "Building Background Knowledge for Academic Achievement" by Robert J. Marzano
- Article on Academic Vocabulary (http://www.sagepub.com/upm-data/34121_Section1.pdf)
- Professional development with a highly qualified expert

Year 2

- Intentionally teach academic vocabulary through all content areas by using direct, explicit instruction.

Year 3:

- Progress monitoring through the use of a vocabulary development rubric.

What is the monitoring plan and data to track implementation and adult data?

Through the use of a rubric for assessing academic vocabulary development (see rubric in Academic Vocabulary article)

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

How does the school promote the continuous use of individual student data (such as: formative, interim, and summative)?

1. All instructional teaching staff will engage in the analysis of student achievement data through PLCs twice a week that include:

- a collaborative culture with a focus on learning for all
- a collective inquiry into best practice for teaching and learning
- an action orientation commitment to continuous improvement
- a results orientated culture

2. We will implement Multi-Tiered System of Supports (MTSS) as a whole-school, data-driven, prevention-based framework for improvement learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems. This work will include:

- specific goal setting for EVERY student based on CCSS
- specific plans for instruction for EVERY student
- intentional teaching
- formative assessments
- reflection and adjustment to plans for instruction that includes interventions and extensions
- Tier II and III Interventions:

o implement 30 minute daily intervention blocks in all grade levels focused on specific learning targets based on the individual needs of all students (allowing for 'catch up' growth)

What expectations for regular and on-going building-wide use of data do we have?

- Weekly analysis
 - o content specific objectives through the use of common grade-level formative assessments connected to CCSS
- Monthly analysis during PLCs
 - o benchmark assessments connected to CCSS
- Quarterly analysis
 - o -NWEA MAP Reading and Math assessments
 - o -F&P Running Records
 - o -MLPP
 - o Math fact fluency assessments
 - o District writing assessments

o Science and Social Studies summative assessments

MTSS

o High-quality, scientifically based classroom instruction. All students receive high quality, research-based instruction in the general education classroom. Ongoing student assessment. Progress monitoring used over time to determine which students need intervention or extensions. Tiered Instruction. A multi-tiered approach is used to effectively differentiate instruction for all students.

What is the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction?

Professional Learning Communities

PLCs answer four questions: "What do we want students to know? How will we know they know it? What do we do if they have learned it?

What do we do to intervene if they have not?" ~Richard Du Four

Instructional staff will engage in grade-level PLCs twice a week for a minimum of 35 minutes

o develop common formative assessments

o analyze common formative assessments to identify trends

o offer recommendations on how lessons and/or teaching approaches may be modified

o collaboratively develop strategies to provide Tier II and III interventions and extensions to meet the individual needs of students during our daily intervention time. Instruction will be provided by the classroom teachers, special education staff, and highly-qualified tutors.

What professional development is necessary?

- Contract with Solution Tree to analyze the specific needs of our instructional staff in order to design intentional professional development that will allow us to differentiate our learning.

- All instructional staff (classroom teachers and Title I tutors) will develop understandings on how to use data to plan for interventions.

- All instructional staff (classroom teachers and Title I tutors) will develop understandings on specific intervention strategies to use during daily intervention blocks.

What instructional program outcomes and what is the plan to assess for impact?

Every PLCs will understand how to:

- develop common formative assessments (Year 1)

- analyze common formative assessments (Year 1)

- plan for Tier I instruction and Tier II & III interventions (Year 1)

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8A and 8B:

Currently priority schools have 4 special area classes, music, physical education, art and enrichment (technology). Beginning in the fall of 2015, the enrichment class, which meets with every student K-5, twice per week for 40 minutes (for a total of 80 minutes weekly) will be changed to become a Social Studies through technology integration class. Prior to implementation, the enrichment teacher will receive Social Studies curriculum development support, and training in content area reading strategies, as well as time to embed the current district technology curriculum into this core area. This will also allow general education teachers to focus more classroom instructional time on the other academic core areas. To that end, general education instructional time will be increased by 80 minutes per week and as a result building leaders will ensure that:

- o All students receive a minimum 30-minute block of instruction in the area of science in the general education classroom 4-5 days per week.
- o All classrooms reduce the amount of non-instructional time from breaks and transitions. (50 minutes per week)
- o Increase literacy instruction from 90 minutes to 120 minutes per day.
- o Increase the math instructional block from 60 minutes to 75 minutes per day.
- o All students will have access to an additional 30 minutes of enrichment provided by the classroom teacher 5 days per week through the implementation of an RTI intervention and enrichment block.

In addition, School leaders will work with the Director of the 21st century after school enrichment program to ensure that the highest-need students are receiving supplemental instructional support in afterschool programming.

Indicator 8C:

Professional learning by staff will occur using a variety of modalities including embedded coaching, after school training and full day inclusive trainings during the school year as well as during the summer. The emphasis of the professional development is to support implementation of big ideas identified in each priority plan. To increase time for professional learning, all teachers will be required to report early two times per week for a minimum of 40 minutes each session, to engage in professional learning communities outside of the school day. During this time teachers will engage in the following activities:

- Discussing teacher work: Teachers work together to improve and diversify their instructional practice. They collectively develop, refine and review lesson plans or assessments. Teachers conduct observations of their colleagues followed by constructive feedback and dialogue.

- Discussing student work: Participants look at examples of student work and offer recommendations on how lessons or teaching approaches may be modified to improve the quality of the student work.
- Discussing student data: Participants analyze student data to identify trends--such as which students are consistently failing or underperforming--and collaboratively develop strategies to help students who may be struggling.
- Discussing professional literature: Participants select a text to read, such as an article about an instructional technique, and then engage in structured dialogue about the text and how it can inform their teaching.

Additionally, time will be allocated to redesign of the master schedule to accommodate common planning time for grade level teachers at least one time per week during the school day.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Parent /Community Engagement

"Joyce Epstein has been conducting research on teachers' practices of parent involvement and the effects of family-school connections on students, parents, and teachers for over a decade. She discusses five types of parent involvement and affirms that parents want to be more involved in their children's learning, especially at home, and that they need clear direction from schools." (Educational Leadership, 1989; Ron Brandt)

What strategies will be used to engage families in reform efforts? What strategies will be used to engage community partners in reform efforts?

Learning at Home:

- United Way Grant (Kindergarten through third grade)-parents participate in three literacy nights during the school year. During the literacy nights, parents participate in teacher-led workshops to learn how to help and feel comfortable with students reading at home. They are given specific reading strategies to use with their children. Parents also receive resources, i.e. websites and take-home books, to help inform their child's learning at home.
- Through the use of RAZ Kids, an on-line reading program, students read multiple books at their specific reading level. Parents can access this website at home to support reading.
- Parents participate in three math nights during the school year. During the math nights, parents participate in teacher-led workshops to learn how to help and feel comfortable with students engaging in math at home. They are given specific math strategies to use with their children. Parents also receive resources, i.e. websites and take-home math resources, to help inform their child's learning at home.

Communicating:

- Through the use of Café Conferring Notebook, parents will be provided with newsletters that explain specific reading strategies for use at home as their child progresses in reading.
- The school website is a form of communication with parents. To keep our parents more informed and engaged, the website will be updated to include current events, information, and important dates.

Volunteering:

- Operation Fit- Operation Fit is a program developed by the collaborative efforts of Bronson Battle Creek (BBC), Battle Creek Community Foundation (BCCF), Regional Health Alliance (RHA), Battle Creek Public Schools (BCPS), community agencies, organizations, and the philanthropic community working towards decreasing the rates of childhood obesity in the Battle Creek area. Parents are encouraged to get involved with students by volunteering to help supervise during morning and lunch recess. These parents make efforts to connect with

students and help get their day started with health and wellness so they are prepared for rigorous academics. Once fully implemented, this will promote positive physical and mental health outcomes, to ensure student success.

Decision Making:

- PTA-Monthly meetings take place at Fremont. We will empower parents to be an active part of the decision making process by:
- Sharing our school Theory of Action
- Sharing student achievement data that directly connects to our Theory of Action
- Developing a parent advisory board that will meet with the principal on a quarterly basis to discuss student achievement

Collaborating with Community/Parenting:

- United Way Grant (Kindergarten through third grade)- community members involved by reading to/with students during the school day.
- Operation Fit- Operation Fit is a program developed by the collaborative efforts of Bronson Battle Creek (BBC), Battle Creek Community Foundation (BCCF), Regional Health Alliance (RHA), Battle Creek Public Schools (BCPS), community agencies, organizations, and the philanthropic community working towards decreasing the rates of childhood obesity in the Battle Creek area. Community members are encouraged to get involved with students by volunteering to help supervise during morning and lunch recess. These volunteers make efforts to connect with students and help get their day started with health and wellness so they are prepared for rigorous academics. Once fully implemented, this will promote positive physical and mental health outcomes, to ensure student success.
- The school website is a form of communication with community members. To keep our community members more informed and engaged, the website will be updated to include current events, information, and important dates.
- We will seek to identify parents that are disenfranchised from the school setting. Followed by developing a plan to connect individually with the identified parents in order to develop a plan to engage the family in the school setting.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Battle Creek Public Schools will provide priority schools with operational flexibility in accordance with the aspects of the restructuring plan outlined in the above sections. Specifically:

- Schools will be granted the necessary flexibility to develop its own walk-through instruments. This flexibility will allow each school to effectively establish its own performance objectives. The principal of the building has the flexibility to use Title I set asides to promote and implement all the initiatives outlined in the approved plan.
- Schools will have the flexibility and resources needed to implement its own professional development program based upon identified student and staff needs.
- Schools will have the flexibility to review any portion of the district budget impacting their work and to request reasonable changes in budget allocations in order to meet building goals and implement building initiatives. This flexibility will allow each school the opportunity to align resource allocation with its instructional priorities.
- Schools shall be granted the opportunity, with full consideration, to request additional operational flexibility from the school board, superintendent, or their designees on an as-needed basis.

Battle Creek Public Schools in cooperation is developing a plan to improve operations at the district level using the Education Resource Strategies. These operations influence the ability for each priority school to engage in a rapid turnaround process. The following areas will be studied and refined:

- School Funding: Ensure equitable, transparent, and flexible funding across schools adjusted for student need
- Teaching: Restructure teaching to foster individual and team effectiveness and professional growth
- School Design: Support schools in organizing talent, time, and money to maximize learning
- Instructional Support: Ensure access to aligned curriculum, instruction, assessment, and professional development
- Leadership: Build school and district leader capacity
- Central Services: Redesign central roles for empowerment, accountability, and efficiency
- Partnerships: Partner with families and communities

The district will ensure that operational flexibility is provided in a manner that guarantees that the plan can be implemented as written.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Battle Creek Public Schools will support each priority school's transformational efforts by providing the operational flexibility requested, but will also assist schools in obtaining the necessary training and resources through the creation of a BCPS Transformation Team consisting of the Superintendent, Principals, Assistant Superintendent of Curriculum and Instruction, and school partners. The BCPS Transformation Team will provide technical assistance to each school with primary responsibility for assessing district and building capacity to implement the restructuring plan. Working in collaboration with CISD, the transformation team will implement the attached service plan, which outlines services, and supports the ISD will provide. (See Attachment) The Transformation Team will also be tasked with creating a plan to ensure clear and consistent communication with the community regarding the restructuring plan and all associated implementation efforts.

The Assistant Superintendent of Curriculum Instruction and Assessment will oversee the implementation of each plan. Contact information is included below.

Kimberly M. Parker-DeVauld, Ed.S.

Assistant Superintendent of Curriculum, Instruction, and Assessment

Battle Creek Public Schools

3 West Van Buren Street

Battle Creek, MI 49017

Phone 269.965.9478

Fax 269.965.9474

Kparker-devauld@battle-creek.k12.mi.us